Inclusion Strategy 2027-2028

Boskenwyn School

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026-2027
Date this statement was published	30th November 2026
Date on which it will be reviewed	30th September 2027
Statement authorised by	Head Governing body

Statement of intent

At Boskenwyn School, inclusion is the foundation of our decision-making and daily practice. Guided by our vision, "A love of learning for life," we aim to create a school, which within itself is an inclusion base, and in which there are no barriers to participation; where classrooms (indoor and outdoor) work for every child and a culture of belonging, high expectations and equitable opportunity is embedded. Our Inclusion Mainstream Fund strategy strengthens both our universal offer and timely targeted provision. Funding is used alongside the school's core and notional SEN budgets to increase staff expertise, develop accessible environments and technology, provide specialist interventions, and secure effective oversight through provision mapping and Inclusion Strategy Meetings. Through early identification, adaptive teaching and a graduated response, pupils receive the right support at the right time while remaining connected to their class and the wider life of the school. Families, pupils, staff and external professionals contribute to the identification, planning and review of support. The Inclusion Team provides a clear point of contact for children and families, while parent feedback, pupil voice, assessment information, attendance, engagement, wellbeing and progress measures are used to evaluate impact. Provision is adapted where evidence shows that needs or barriers have

changed. Our ultimate objective is that all pupils, including those with SEND and additional vulnerabilities, can access an ambitious education, communicate successfully, develop independence and resilience, participate fully and achieve strong outcomes from their individual starting points. We will judge the success of this strategy by the extent to which barriers reduce and pupils demonstrate improved access, attendance, engagement, progress, wellbeing and a secure sense of belonging.

We will implement within our strategy, the 6 principles of inclusion bases:

1. Supporting inclusion
2. High quality curriculum design
3. Effective data, assessment and outcomes
4. Effective workforce and leadership
5. Effective partnership working
6. Inclusive and accessible physical environments

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	As the number and complexity of pupils with SEND continues to increase, it can limit access to age related learning, independence and sustained progress without timely identification, reasonable adjustments and personalised support.
2	Emotional regulation, relationships, anxiety and resilience can affect pupils' confidence, attendance, readiness to learn and consistent engagement in school life.
3	Some children have difficulties with understanding or expressing language which can restrict their ability to follow instructions, communicate their needs and ideas, build relationships and access learning across the curriculum.
4	High inward mobility of pupils: Pupils entering school below age-related expectations require early identification, carefully sequenced teaching and sustained intervention to prevent gaps in knowledge and skills from widening.
5	Late arrivals and persistent or intermittent absence disrupts continuity of learning, relationships and access to support, increasing the risk that pupils fall behind and feel less connected to school.

6	Difficulties with attention, impulse control, sensory regulation or communicating unmet needs can reduce pupils' readiness to learn, independence, positive relationships and sustained participation.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

Description of activity *(noting evidence and barrier numbers addressed)*	**Activity type** (*whether it is universal or targeted)*	**Total budgeted cost** *(this should account for spend from IMF and core budget allocations)*
Develop Sisu sessions: :Forest School/ beach school sessions for all year groups: establish a planned programme of outdoor learning for pupils who benefit from practical, sensory and relationship based approaches. Sessions will develop communication, teamwork, confidence, independence, resilience, physical development and self regulation, with learning linked back to the wider curriculum. Barriers: 1, 2, 3, 5 and 6. **SDP Focus:** 2.1, 6,1. 7.3 and 8.4 **Inclusion base principles:** supporting inclusion, effective workforce and leadership, inclusive and accessible physical environments	Universal and targeted	Total IMF allocation: £7961 IMF allocation £1000 and core funding £300
Deliver training, modelling, coaching and follow-up monitoring for support staff so evidence-informed early language, literacy, phonics and mathematics interventions are matched accurately to baseline assessment. This will strengthen early identification, adaptive teaching and consistent implementation, accelerating progress from low starting points. Barriers: 1, 3 and 4. **SDP focus**: 2.2, 3.2, 3.2 **Inclusion base principles:** supporting inclusion, effective workforce and	Targeted	IMF allocation £500

leadership, inclusive and accessible physical environments		
Parent Partnership: audit and strengthen communication, consultation and co-production with families through accessible information, workshops, surveys and clear opportunities to shape provision. Priority will be given to families of pupils with SEND, low attendance or emerging needs so that support is joined up between home and school. **Barriers:** 1–6. **SDP focus:** 8.3 **Inclusion base principles:** supporting inclusion, effective workforce and leadership, inclusive and accessible physical environments	Universal	IMF allocation £300
Oracy Project: implement a whole-school framework for explicitly teaching speaking, listening, vocabulary, reasoning and discussion. Staff development, agreed routines and monitoring will make communication support consistent across subjects and increase participation for pupils with speech, language and communication needs or low starting points. Barriers: 1, 3 and 4. SDP focus: 7.5 **Inclusion base principles:** supporting inclusion, effective workforce and leadership, inclusive and accessible physical environments	Universal	IMF allocation £2120
Inclusive environments—Develop flexible indoor and outdoor spaces that provide calm, sensory regulation, purposeful movement, creativity, communication, practical learning and supported reintegration into class. Timetabled and responsive access will reduce overload and enable pupils to become ready to	Universal	Core budget £3000

learn without being excluded from the curriculum or wider school life. Barriers: 1, 2, 3, 4 and 6. SDP focus: 2.1, 6.1, 7.3 **Inclusion base principles:** supporting inclusion, inclusive and accessible physical environments		
Maintain classroom readily available resources such as visual timetables, now-and-next boards, timers, ear defenders, fidgets, weighted resources, adapted stationery and reading or recording aids. Staff will teach pupils how to select and use tools safely and independently to support attention, communication, sensory regulation and participation. Barriers: 1, 2, 3, 4 and 6. SDP focus: 2,2 **Inclusion base principles:** supporting inclusion, inclusive and accessible physical environments	Universal	Core budget £1260
Inclusive technology: embed purposeful use of digital tools to personalise learning, provide alternative ways to access instructions and content, and enable pupils to record and communicate their understanding. Staff training will focus on choosing the least intrusive tool that builds independence rather than dependence (ELSA training). Barriers: 1, 3 and 4. SDP focus: 2.2 **Inclusion base principles:** supporting inclusion, inclusive and accessible physical environments	Universal	Core budget £300
Whole school inclusion base: provide nurturing, relationship-based support for pupils whose social, emotional or mental health needs affect attendance, regulation, behaviour or readiness to	Targeted	SEND allocation £3000 and core budget £2000

learn. Provision will include check-ins, explicit teaching of regulation and social skills, restorative support and planned reintegration, while maintaining high academic expectations, individual interventions, small group interventions and whole class. Barriers: 1, 2, 5 and 6. SDP focus: 2.1, 2.2, 2.3 **Inclusion base principles:** supporting inclusion, inclusive and accessible physical environments		
Provision Mapping: maintain an accurate record of universal adjustments, targeted interventions, staff deployment, costs, review dates and pupil outcomes. Leaders will use this information to check equity of access, avoid duplication, evaluate value and impact, and ensure provision responds promptly to changing need. Evidence: completed maps, costed plans, review records and progress data Barriers: 1–6. SDP focus: 2.1, 2.2, 2.3, 7.1 **Inclusion base principles:** supporting inclusion	Universal	Core budget £300
Phonics interventions - identify pupils who have limited opportunities to read, low fluency or comprehension gaps and provide frequent reading with a trained adult. Sessions will include accurate decoding, repeated reading, vocabulary and discussion, with regular assessment and communication with class teachers and families. Barriers: 1, 3, 4 and 5. SDP Focus: 2.2, 3.2, 7.1, 7.5 **Inclusion base principles:** supporting inclusion, effective workforce and leadership,	Universal and targeted	Core budget £800

Teaching interventions: deliver time limited, evidence-informed programmes—Phonics Catch up, speech and language support, reading groups and pre teaching—selected from diagnostic assessment. Entry and exit measures and planned transfer to classroom practice will ensure that interventions supplement high-quality teaching. Barriers: 1, 3 and 4. SDP focus: 2.2 **Inclusion base principles:** supporting inclusion, effective workforce and leadership	Targeted	Core budget £3200
Supportive therapies—ELSA practitioners, Drawing and Talking, sensory circuits, social stories, lego therapy, table top gaming: provide assessed, time-limited support for emotional literacy, expression, self-regulation, sensory processing, relationships and readiness to learn. Staff will set individual outcomes, liaise with families and teachers, and review whether strategies are transferring into class and unstructured times. Barriers: 1, 2, 5 and 6. SDP focus: 2.2 **Inclusion base principles:** supporting inclusion, effective workforce and leadership	Targeted	Core budget £3200 and IMF allocation £4041
SENDCO cafe: offer regular, informal and accessible opportunities for families to meet the SENDco and SEND governor, understand the graduated approach, share concerns, explore strategies and be signposted to support. Themes will respond to parent feedback and include communication, regulation, attendance, transitions and supporting learning at home.	Universal	Core budget £100

Barriers: 1–6. SDP focus: 2.2 **Inclusion base principles:** supporting inclusion		

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Provide training and coaching to support all staff, enabling them to deliver high-quality interventions that accelerate progress for pupils with identified needs. 2 x HLTA ELSA trained.	• Support staff demonstrate increased confidence and competence in delivering interventions. • Interventions are consistently delivered to a high standard and aligned with identified pupil needs. • Monitoring and observations show effective implementation of intervention strategies. • Pupils receiving intervention make accelerated progress from their starting points. • Gaps in communication and language, early literacy, phonics and mathematics are reduced. • Assessment and intervention data demonstrate positive impact on pupil outcomes. • A greater proportion of pupils achieve age-related expectations and individual targets.
To strengthen meaningful partnerships between school, parents and carers so that families are actively engaged in their child's learning, wellbeing and development, resulting in improved pupil outcomes, attendance, inclusion and belonging.	• Increased pupil access to outdoor learning experiences. • Pupils demonstrate improved resilience, confidence, independence and teamwork. • Positive impact evidenced through pupil voice, wellbeing measures and engagement in learning. • Engagement in Parent Carer Framework increases parental engagement

To embed a consistent, high-quality approach to oracy across the school, ensuring all staff have the knowledge, skills and confidence to explicitly teach speaking and listening skills. This will improve pupils' communication, vocabulary, confidence, reasoning and participation in learning, enabling them to access the curriculum more effectively and achieve stronger academic and social outcomes.	• All staff confidently implement the Oracy Framework. • Oracy is embedded consistently across the curriculum. • Pupils demonstrate increased confidence, participation and use of subject-specific vocabulary. • Monitoring shows high-quality oracy practice in all classrooms. • Improved outcomes in communication, oracy, reading and writing.
To provide inclusive, therapeutic and engaging environments that remove barriers to learning, support wellbeing and enable all pupils, particularly those with SEND and additional vulnerabilities, to develop confidence, independence, resilience and a sense of belonging. These environments provide alternative pathways for success, supporting pupils' academic, social, emotional and personal development.	• Inclusive environments are regularly accessed and used effectively by pupils. • Pupils demonstrate improved engagement, wellbeing, independence and self-regulation. • Increased resilience, confidence and participation in learning. • Reduced barriers to learning for SEND and vulnerable pupils. • Positive pupil voice and evidence of improved readiness to learn.
To ensure all pupils can access learning equitably through the effective use of accessibility tools, removing barriers created by communication, literacy, sensory, physical or cognitive needs and enabling pupils to participate, achieve and demonstrate their understanding independently.	• Accessibility tools are used effectively across the school. • Pupils demonstrate greater independence, engagement and participation. • Barriers to learning are reduced. • Improved access to the curriculum and pupil outcomes.
To remove barriers to learning and enable pupils with complex ASD and SEMH needs to successfully access education, develop independence, build positive relationships and thrive both academically and emotionally.	• Improved self-regulation, wellbeing and independence. • Increased engagement and participation in learning. • Progress towards individual SEND and EHCP targets. • Greater access to learning and wider school opportunities. • Positive outcomes evidenced through pupil progress, attendance and family feedback

To ensure that all pupils, particularly disadvantaged and vulnerable learners, have regular opportunities to read with an adult, developing fluency, comprehension, vocabulary and a love of reading.	• All targeted pupils read regularly with an adult. • Improved reading fluency, comprehension and confidence. • Increased enjoyment and engagement in reading. • Accelerated progress and reduced attainment gaps.
To ensure that SEND provision is accurately identified, strategically planned, consistently implemented and rigorously monitored so that pupils receive the right support at the right time and make strong progress from their individual starting points.	• Provision is accurately mapped, monitored and reviewed. • Improved outcomes for pupils with SEND and additional needs. • Support is targeted effectively to meet individual needs. • Pupils make progress towards identified targets. • Leaders can evidence the impact of interventions and SEND provision.
To ensure that pupils with SEND and additional needs receive the right support at the right time through regular strategic review of provision, progress, barriers and outcomes. Inclusion Strategy Meetings enable Inclusion Team and staff to identify needs early, evaluate the impact of interventions, adapt provision where necessary and ensure every child can access learning, participate fully and make strong progress.	• Pupil needs, provision and progress are reviewed regularly. • Interventions and support are adapted in response to identified needs. • Improved pupil engagement, participation and achievement. • Pupils make progress towards individual targets and outcomes. • Barriers to learning are identified and addressed promptly.
To provide therapeutic support that strengthens pupils' emotional wellbeing, self-regulation, resilience and readiness to learn, enabling them to engage successfully in school life and achieve positive academic, social and emotional outcomes.	• Pupils demonstrate improved emotional wellbeing and self regulation. • Increased confidence, resilience and independence. • Improved engagement, attendance and readiness to learn. • Reduced emotional and sensory barriers to learning. • Positive impact evidenced through pupil voice, behaviour, wellbeing and progress data.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.